



GOVERNMENT OF NEWFOUNDLAND AND LABRADOR

DEPARTMENT
OF
EDUCATION

ENGLISH LANGUAGE

Outlines

for

Grades III to IX

for use in

Newfoundland Schools

Authorized

by

The Minister of Education

E N G L I S H . L A N G U A G E

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INTRODUCTION

The major aim of a course in English Language should be to produce clear, concise, interesting and informative modes of expression in both written and oral language. In order to achieve this aim, attention must be given to vocabulary development, mechanics of writing, grammar, oral language, written language and study skills. At no time should mechanics, grammar, vocabulary drill nor any isolated activity overshadow the importance of expression of ideas. Creativity and originality must not be stifled through initial overemphasis on form, mechanics, correctness or choice of words. Nevertheless, each of these skills should be developed as part of the overall aim.

Over and over again, the Interprovincial Committee has emphasized the need for a unified language program whose function is to improve communication skills, and that the textbook is simply an instrument whereby instruction may be improved.

The Committee also recognized the crucial nature of the method of teaching English grammar, and emphasized that the approach to language should be functional with an integration of grammar and creative writing.

It is the hope of the Interprovincial Committee that each province will emphasize the functional approach to language teaching, and that in adding aims, procedures and evaluative techniques to the bare bones of the syllabus which follows the scope, sequence and philosophical approach suggested by the committee will not be altered seriously.

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VOCABULARY DEVELOPMENT

GRADES III - VI

- GRADE III
1. Choice of the best word to complete a sentence
 2. Choice of vivid words to show action, to name and to describe.
 3. Use of synonyms, antonyms and homonyms in written sentences
 4. Word building by the use of prefixes, suffixes and root words
 5. Correct use of commonly confused words such as: are, our; can, may
- GRADE IV
1. Continued practice in:
 - (a) choice of the best word to complete a statement or to express a particular idea
 - (b) choice of words that give clear vivid pictures, and precise meanings.
 - (c) use of synonyms, antonyms, and homonyms as they arise
 - (d) use of prefixes, suffixes, and root words in word building
 - (e) distinguishing between commonly confused words such as: sit, set; teach, learn
 2. Development of a natural use of figurative language (no terminology)
- GRADE V
1. Continued practice in:
 - (a) choice of words that give clear vivid pictures, and precise meanings
 - (b) use of synonyms, antonyms, and homonyms suggested by words met in reading

- (c) use of prefixes, suffixes, and root words
 - (d) distinguishing between commonly confused words
such as: let, leave; lie, lay
 - (e) developing a natural use of figurative
language (no terminology)
2. Increasing vocabulary range by the use of more
specific words that appeal to the senses
- GRADE VI 1. Continuation of all phases of work introduced in
previous grades, but on a higher level of difficulty.
- (a) knowledge of words: new meanings, shades of
meaning, changes of meaning in different contexts
 - (b) use of antonyms, synonyms, and homonyms to add
variety and interest to oral and written work
 - (c) use of prefixes, suffixes, and root words
 - (d) use of commonly confused words
 - (e) development of a natural use of figurative
language, but no terminology
2. Development of an appreciation of words and phrases
that convey feeling and mood.

MECHANICS OF WRITING

- GRADE III 1. Use of punctuation marks:
- (a) period at the end of sentences, in abbreviations,
and in initials
 - (b) question mark
 - (c) exclamation mark
 - (d) apostrophe in contractions and possession
 - (e) comma in lists, friendly letters, and dates
 - (f) quotation marks as needed

2. Use of capital letters:
 - (a) first word in a sentence or line of poetry
 - (b) places (streets, towns, etc.)
 - (c) titles of books
 - (d) names of persons and pets
 - (e) days, months, holidays
 - (f) pronoun "I"
 - (g) initials
 - (h) in letters (greetings and closings)
3. Proper use of margins and indenting of paragraphs
4. Use of common abbreviations as required in daily work

GRADE IV

1. Continued practice in all phases of work begun in previous grades
2. Expansion of punctuation to include:
 - (a) comma after "yes" and "no" and in addresses
 - (b) colon before lists
 - (c) quotation marks as needed
3. Extension of capitalization to include:
 - (a) direct quotations
 - (b) names of Deity
4. Emphasis on proper margins, indentation, and good form
5. Use of abbreviations

- GRADE V
1. Continued practice in all phases of work begun in previous grades
 2. Punctuation enlarged to include comma after nominative of address
 3. Capitalization for special cases
 4. Proper margins and indentation
 5. Use of end of line hyphenation
- GRADE VI
1. Continued practice in all phases of work begun in previous grades
 2. Facility in the use of:
 - (a) end punctuation (period, question mark, exclamation)
 - (b) comma in lists, friendly letters, addresses, dates, after nominative of address, and after "yes" and "no"
 - (c) quotation marks
 - (d) colon before lists
 - (e) hyphen
 - (f) italics -- underlining titles
 - (g) capitals for proper nouns and adjectives
 3. Use of margins and proper indentation of paragraphs in all written work.

GRAMMAR

- GRADE III
1. Development of the concept of the sentence, and relationships of ideas in sentences by the use of such words as : because, after, etc.

2. Correct use of verb forms such as:

- (a) is, are; was, were
- (b) did, done; went, gone; came, come; saw, seen; ate, eaten; ran, run; give, gave, given

GRADE IV

- 1. Continued practice of all phases of work begun in the previous grades
- 2. Introduction of the following terminology; noun, verb, adjective, pronoun
- 3. Correct use of adjective forms such as: good, better, best; small, smaller, smallest
- 4. Extension of the use of:
 - (a) auxiliaries with the proper forms of verbs
 - (b) singular and plural forms of verbs
 - (c) agreement of the subject and verb

GRADE V

- 1. Continued practice of all phases of work begun in the previous grades
- 2. Introduction of the following terminology:
 - (a) singular and plural
 - (b) adverb and conjunction
 - (c) subject and predicate
 - (d) tense

GRADE VI

- 1. Consolidation of the work in grammar prescribed in the previous grades
- 2. Nouns and pronouns:
 - (a) common and proper nouns (Terminology)
 - (b) correct forms of pronouns as subjects, as objects, and after the verb "to be"

3. Verbs:
 - (a) correct use of auxiliaries in various tense forms
 - (b) making the verb agree with the subject
(including the compound subject)
4. Adjectives and adverbs:
 - (a) distinguishing between adjectives and adverbs
commonly confused (good, well, etc.)
 - (b) avoiding the use of an adjective form for an
adverb (bad, easy, quiet, etc.)
 - (c) use of proper adjectives
5. Prepositions, conjunctions, and interjections:
 - (a) recognition
 - (b) use
6. Use of sentence types according to purpose (with
terminology): assertive, interrogative, imperative,
and exclamatory

These should be taught not as forms to be remembered for examinations but so that pupils know and use them correctly in oral and written expression.

ORAL LANGUAGE

- GRADE III
1. Practice in:
 - (a) storytelling
 - (b) reporting, describing, and explaining books,
pictures, experiences, games, directions, etc.
 2. Dramatizations (including actual life situations)
 3. Choral speech
 4. Group discussion

5. Development of related listening skills
 6. Practice in clear enunciation, correct pronunciation, and voice inflection in informal conversation and all oral activities.
- GRADE IV
1. Review and extension of all phases of work in oral language begun in previous grades
 2. Development of ability to express and support opinions
 3. Panel discussions to develop courtesy in listening and speaking in turn
- GRADE V
1. Review and extension of all phases of work begun in previous grades
 2. Greater emphasis on diction and expression
 3. Discussion in forums, as members and as chairman
 4. Practice in making announcements
- GRADE VI
1. Review and consolidation of all phases of work begun in previous grades
 2. Procedures to follow in planning and conducting meetings, making motions, nominating, voting, etc.

WRITTEN-LANGUAGE

- GRADE III
1. Practice in:
 - (a) writing correct and complete sentences with correct spelling of words used
 - (b) combining sentences for conciseness
 - (c) use of variety of sentence form
 2. Development of paragraph structure --- unity, indentation

3. Practice in:
 - (a) practical and creative writing in stories, personal experiences, descriptions, explanations and reports
 - (b) co-operative stories and letters as well as individual ones
 4. Letter-writing -- invitation, thank you
 5. Copying poems and paragraphs with attention to capitals, punctuation, and arrangement of lines
 6. Dictation
 7. Ability to write full name, address, birth date, including year born
 8. Verse-making (individually, co-operatively)
 9. Procedure to follow in making charts, programmes and records
 10. Revision and correction of own work
- GRADE IV Review and extension of work in previous grades including:
1. Continued practice in:
 - (a) improving sentence and paragraph structure; good beginnings and effective endings, placing ideas in order; using sentence variety in length and form and according to purpose; combining facts into concise statements; recognizing fragmentary and run-on sentences
 - (b) writing short paragraphs and verses from dictation
 - (c) writing original stories, accounts of personal experiences, descriptions, and explanations using one paragraph or more than one paragraph where necessary. Introduce the idea of transitions. Give emphasis to conciseness and clarity.
 - (d) writing brief reports, individual and co-operative

GRADE IV
(cont'd)

2. Verse-making
3. Preparation of lists
4. Letters-- thanks, invitation, acceptance, and request, addressing envelopes
5. Revision and correction of own work

GRADE V

Review and extension of work in previous grades including:

1. Creative compositions on themes requiring one or more paragraphs of types detailed in Grade IV (minimum of two per month per pupil)
2. Verse-making -- limericks
3. Play-writing and rewriting stories as dramas

GRADE VI

Review and consolidation of work in previous grades including:

1. Further development of creative compositions on themes requiring one or more paragraphs (descriptive, narrative, expository)
2. Use of paragraphs in direct conversation where used in creative composition
3. Creation of stories with emphasis on climax
4. Practice in writing articles for a class or other newspaper
5. Procedure for writing minutes of meetings
6. More emphasis on the use of: topic and transitional sentences, effective choice of words, variety in sentence pattern, good opening and closing sentences, unity, keeping facts and ideas in order. Avoidance of run-on, choppy, and fragmentary sentences. Development of some awareness of style.
7. Practice in writing business and social letters within the limits of the child's needs
8. Procedure for composing telegrams and making announcements

9. Play-writing - radio, television
10. More expert revision of own work by drafting, correcting, and rewriting material before submission

STUDY SKILLS

- GRADE III
1. Knowledge of the alphabet in order and the position of letters
 2. Arrangement of words in alphabetical order to the first letter
 3. Selection of the appropriate meaning when a word has more than one meaning
 4. Use of simple rules of syllabication, prefixes and suffixes
 5. Use of table of contents
 6. Practice in listening for a specific purpose
 7. Note-making

- GRADE IV
- Review and extension of work in previous grades including:
1. Arrangement of words in alphabetical order to the third letter
 2. Use of a simple dictionary to find meaning, spelling, and pronunciation. Understanding the use of guide words in a dictionary.
 3. Use of table of contents, index, and glossary
 4. Note-making, outlining, listing, and summarizing

- GRADE V
- Review and extension of work in previous grades including:
1. Completion of alphabetical sequence
 2. Use of elementary reference material

3. Emphasis on note-making, outlining, and summarizing
4. Practice in taking dictation

GRADE VI

Review and consolidation of work in previous grades including:

1. More extensive practice in note-making, outlining and summarizing
2. Development of a capacity for independent study

VOCABULARY DEVELOPMENT

GRADES VII - IX

GRADE VII

1. Practice in and extension of work done in previous grades including:
 - (a) choice of correct word forms in sentences, e.g. its, it's; in, into; let, leave; saw, seen; lay, lain; from, off; among, between
 - (b) continued expansion of vocabulary: correct meaning and form, choice of words to give variety, precise meaning, and the desired effect in written work
 - (c) use of simile and metaphor as means of vivid expression. Terminology may now be introduced. (Emphasize skill in the use of figurative language rather than mechanical exercises in identification.)
 - (d) the use of synonyms to give variety and color to written and oral expression
 - (e) the common homonyms to ensure correctness in spelling and writing
 - (f) the common antonyms as an aid to good expression
2. Avoidance of overworked words, cliches, vulgarisms and short lived slang, e.g. nice, lovely, swell, tough
3. Practice on gender and number forms which cause difficulty

4. Appreciation of the value and place of accepted idiomatic expressions like "turn a hair", "how do you do", "laugh on the other side of his face", "make friends with"

GRADE VIII

Practice and extension of work done in previous grades including:

- (a) choice of correct word form in sentences
- (b) expansion of vocabulary to achieve variety, precise meaning, and the desired effect in written and oral work
- (c) use of figurative language, idiomatic expressions, synonyms, homonyms and antonyms to give variety, and color to written and oral language
- (d) avoidance of overworked words, cliches, vulgarisms and slang

GRADE IX

1. Practice and extension of work done in previous grades with special emphasis on the use of synonyms, homonyms, antonyms
2. Distinction between denotative and connotative meaning, e.g. fragrance, odor; cottage, shack; said, mumbled.

MECHANICS OF WRITING

GRADE VII

Practice in and extension of work done in previous grades including: Punctuation:

1. Comma:
 - (a) to mark complementary close in letters, salutation in friendly letters, headings, addresses, etc.
 - (b) to separate members of a series
 - (c) to separate quotations from such expressions as he said
 - (d) to set off parenthetical elements, i.e. appositives, mild interjections
 - (e) to set off noun of address, "yes" and "no"
 - (f) to separate co-ordinate clauses joined by a conjunction

2. Quotation marks:

- (a) to enclose quotations
- (b) to enclose titles of chapters, single poems when cited

3. Colon:

- (a) to set off the greeting which begins a business letter
- (b) to introduce a list

4. Italics:

- (a) for book titles, periodicals, etc. when quoted or cited

5. Apostrophe:

- (a) to form possessives and contractions
- (b) to form plurals of letters and numbers

Capitalization:

All former uses including:

- 1. Proper adjectives
- 2. Titles of official positions

GRADE VIII

Practice in and extension of work done in previous grades including: Punctuation:

1. Comma:

- (a) to separate long introductory adverbial clauses from the main clause

Capitalization:

Continued practice in proper use

GRADE IX

Review and consolidation of work done in previous grades including: Punctuation:

1. Comma:
 - (a) in nonrestrictive expressions
2. Dash:
 - (a) to emphasize appositives
 - (b) to indicate hesitation or abrupt change in structure or thought of a sentence
 - (c) to emphasize parenthetical expression
3. Brackets:
 - (a) to mark explanatory material added to a question

Capitalization:

Mastery of all rules previously learned

GRAMMAR

All grammar in Grades VII, VIII, and IX should be taught functionally. That is, the logic and structure of language to achieve precise meaning should be emphasized rather than a set of arbitrary rules to be observed at all cost.

GRADE VII

Practice in and extension of work done in previous grades including:

1. The Sentence

Stress should be placed on clarity of expression and the relations of ideas. There should be no formal parsing or clausal analysis.

- (a) simple sentence emphasizing the place of subject and predicate in complete sentences
- (b) compound sentence expressing two complete and related ideas each of which may stand as a simple sentence

GRADE VII
(cont'd)

- (c) complex sentence developing the concept of subordinate clauses performing the function of a part of speech (noun, adjective or adverb)

In sentences other than simple, the co-ordinate or subordinate relations of ideas should be stressed.

2. Parts of Speech

The parts of speech should be taught so that pupils will understand their form, function, and correct use in oral and written language. Exercises in identifying parts of speech and their various classifications should be used sparingly.

(a) Noun

Kinds: common, proper, collective
Use: as subject, object, to show possession
Number: rules for forming plurals
Gender: Masculine, feminine, common, neuter

(b) Pronoun

Kinds: Personal, demonstrative, interrogative
Clarity of construction concerning the antecedent
Number and Gender

(c) Verb

Kinds: action, linking
Principal parts
Verb phrases
Principal and auxiliary verbs

(d) Adjective

The adjective should be recognized as a word which limits and expands the meaning of a noun or pronoun (which, what, kind, how many).

The adjective phrase
The adjective clause
Comparison of adjectives

(e) Adverb

The adverb should be recognized as a word which limits and expands the meaning of a verb, adjective or other adverb.

The adverb phrase
The adverb clause
Comparison of adverbs
Correct use of adverbial forms such as well,
easily, really, somewhat

(f) Preposition

The preposition should be recognized as a word which shows a relationship between a noun or pronoun and some other word or group of words in a sentence.

Prepositional phrases
Objects of preposition

(g) Conjunction

The conjunction should be recognized as a word which establishes co-ordinate and subordinate relations of ideas.

GRADE VIII

Practice in and extension of work done in previous grades including: All review and new material should be taught functionally.

1. The Sentence

Compound and complex

Kinds of clauses and what they do

- (a) noun clause as subject, object and subjective completion
- (b) adjective clause as modifier of noun or pronoun
- (c) adverbial clause as modifier of a verb, adjective or other adverb

2. Parts of Speech

Further work in extending pupils understanding of the form, function and use of:

(a) Noun

Use as subjective completion, in apposition, in direct address

Introduction to case: Nominative
Possessive
Objective
Number: Plurals of compound nouns
Regular and irregular plurals

(b) Pronoun

Use of indefinite, conjunctive or relative
Use of pronoun as: Subject
object
subjective completion (with
understanding of case)

Correct case forms in compound subject, object,
and object of preposition
Agreement of pronoun with antecedent

(c) Verb

Selecting the correct tense form
Using correct tense sequence
Distinguishing active and passive voice forms
Transitive and intransitive verbs

(d) Adjective

Regular and irregular comparison

(e) Adverb

Regular and irregular comparisons
Use of adverbs to show time, manner, place, degree

(f) Preposition

Extending correct usage of prepositions commonly
confused or misused such as among, between; at
and with after verbs; "like" for "as" or "as if"

(g) Conjunction

(h) Interjection

GRADE IX

Practice and consolidation of work done in previous
grades. All review and new material should be
taught functionally.

GRADE IX
(cont'd)

1. The Sentence

Use of direct and indirect speech: questions, commands and statements

Further work on kinds of clauses; compound and complex sentences

Emphasis should be on grammar in practice, with written work carefully checked for errors, and corrections insisted on. Pupils should see why errors are wrong and corrections are right.

Emphasis must be placed on the reasons for correct grammar: clarity, precision, and avoidance of ambiguity

2. Parts of Speech

(a) Noun

Review of work on nouns where necessary

(b) Pronoun

Review of work on pronouns where necessary

(c) Verb

Continued study and use of verb forms to show exact meaning.

Non finite forms: present infinitives, present participles, past participles, gerunds

Subjunctive mood, the conditional

Defectives (ought, can, may, must)

Auxiliaries

The emphatic

Question phrases

(d) Adjective, Adverb, Preposition, Conjunction, Interjection

Review, consolidation and refinement of work of previous grades.

ORAL LANGUAGE

- GRADE VII
1. Practice in and extension of work done in previous grades including:
 - (a) oral composition: stories, reports, explanations, descriptions, etc.
 - (b) oral reading, both prose and poetry
 - (c) conducting meetings
 - (d) simple debates
 - (e) discussions, formal and informal
 - (f) choral reading
 2. New work in and greater use of
 - (a) the debate and panel discussion
 - (b) conducting meetings
 - (c) dramatics
 - (d) public speaking: in class, in school assemblies, etc.
 - (e) hat debates and impromptu talks
 - (f) mock radio programmes, TV shows, and the like
 3. Direct and specific training (where necessary) in the mechanics of oral communication:
 - (a) breathing
 - (b) pitch, modulation, inflection
 - (c) enunciation and articulation
 - (d) vocal punctuation, phrasing
 - (e) variation of pace
 - (f) movement, gesture, poise, facial expression

GRADE VIII Practice in and extension of work done in previous grades.

Continue as for Grade VII, demanding a greater proficiency and achievement. Where necessary or convenient the oral language in Grades VII and VIII may sometimes be done in common.

GRADE IX 1. Review and consolidation of work done in previous grades

2. The following topics should be included in the Grade IX programme:

- (a) elementary consideration of the physical mechanism of speech
- (b) the reasons for and importance of speech training
- (c) formal preparation and delivery of public speeches and addresses
- (d) specific exercises and drill in correct pronunciation of difficult words, articulation of words and phrases often badly spoken; precision, clarity, emphasis, etc.
- (e) avoidance of slang, cliches, jargon, and other barbarisms

By the end of Grade IX the student should have achieved a correct, interesting, and pleasing mode of expression. Special emphasis should be continued on correct pronunciation, enunciation, articulation, voice modulation, and those things listed in Grade VII and VIII. The student should now be given more frequent opportunities for formal and public oral expression.

GRADE VII Practice in and extension of work done in previous grades including:

Sentence:

- 1. Development of sentence structure, integrating study of grammar. (See section on grammar)
- 2. Use of good sentence form with variety in structure
- 3. Use of effective connectives, specific nouns, verbs
- 4. Correct placing of modifiers

Paragraph:

1. Development of paragraph structure, integrating the study of the sentence
2. Use of topic sentence, good beginnings and endings
3. Unity
4. Provision for use of narration, description, explanation
5. Maintenance of good punctuation, margins, indentations, etc.

Longer Composition:

1. Development of longer compositions, integrating the study of the paragraph
2. Studying of models
3. Planning and writing the composition
4. Achieving conciseness by use of appositives, phrases combining subjects
5. Applying rules of grammar
6. Using proper transitional words and phrases
7. Revising and rewriting the first rough draft

Letter Writing

1. Forms:

- (a) the friendly letter
- (b) the social letter including invitation, acceptance and thanks.
- (c) the business letter including orders and inquiries

2. Techniques:

- (a) use of simple, clear language
- (b) selection of detail; omission of trivial facts
- (c) organization of statements in logical sequence
- (d) avoidance of cliches
- (e) correct capitalization, punctuation and form

Reports

1. Forms:

- (a) records, including observation in experiments, research, minutes of club meetings, and diaries
- (b) articles for class book or paper
- (c) news stories, including anecdotes and accounts of school functions.

2. Techniques:

- (a) inclusion of all pertinent information
- (b) arrangement in logical order
- (c) use of topic and summarizing sentences
- (d) use of headings where necessary
- (e) variety in sentence form

Creative Writing

1. Forms:

- (a) plays
- (b) verse
- (c) stories

2. Techniques:

- (a) study of models
- (b) proper dialogue form for plays
- (c) recognition and use of verse form, rhyme, meter
- (d) sequence, cause and effect, and climax in stories
- (e) making simple outlines

GRADE VIII

Practice in and extension of work done in previous grades including:

Sentence:

- 1. Particular attention to tense sequence

Paragraph:

- 1. Further development of the paragraph emphasizing:
 - (a) sustaining unity and coherence
 - (b) selecting relevant detail for emphasis
 - (c) organizing - cutting and expanding for clarity
 - (d) using interest devices - variety in form, comparison, contrasts

Longer Composition:

- 1. Studying and using linking paragraphs
- 2. Working from a general outline
- 3. Sustaining unity and coherence
- 4. Revising and rewriting the first rough draft

Letter Writing

1. Forms:

- (a) letter of regret
- (b) letter of application
- (c) telegrams

2. Techniques:

- (a) limit of subject introduced
- (b) use of concise, accurate information
- (c) omission of unnecessary words
- (d) consistency in form

GRADE VIII
(cont'd)

Reports

1. Forms:
Expanded to include:
(a) announcements for bulletin boards
2. Techniques:
As in Grade VII

Creative Writing

1. Forms:
As in previous grades adding
(a) autobiography
2. Techniques:
As in Grade VII

GRADE IX

Review and consolidation of work done in previous grades.

Sentence:

1. Correct use of participial phrases for conciseness and variety
2. Parallelism in co-ordinate parts of sentences
3. Avoidance of misplaced modifiers and dangling verbals

Paragraph:

1. Continued development of the paragraph emphasizing:
 - (a) use of topic sentence
 - (b) use of transitions
 - (c) effective use of details, contrasts, connotative language
 - (d) stress on unity and coherence

Longer Composition:

1. Further development of the longer composition by
 - (a) applying skills already learned
 - (b) encouraging an analysis of good literature and use of topics and materials from other areas of the school program
2. Logical development of simple themes
3. Use of description, narration exposition, natural combination of two or more forms to be recognized in any one theme
4. Stress on transition sentences in paragraphs
5. Refine understanding of use of connectives
6. Writing preliminary draft
7. Correcting and revising
8. Writing final draft

Letter Writing:

1. Forms:
 - (a) letter of complaint

2. Techniques:
As in Grade VIII

Reports

1. Forms:
 - (a) summaries
 - (b) outlines
 - (c) completing questionnaires
2. Techniques:
 - (a) indicating main point and supporting points
 - (b) selecting pertinent quotation for exact reproduction
 - (c) organizing with headings

Creative Writing

1. Forms:

As in previous grades adding

 - (a) imaginative essay writing
2. Techniques:

As in previous grades

STUDY SKILLS

- GRADE VII
1. Review and extension of work of previous grades.
 2. Extended training and practice in use of library, the dictionary, encyclopedias, general reference works; in note-taking and note-making, outlining, summarizing.
 3. More advanced work in analytical thinking and reasoning, in comprehension and recall.
 4. Simple research projects requiring quest for materials, simple bibliographical work, note-making, analysing and organizing materials, planning and writing report with simple bibliography.
 5. Further training and practice to increase speed, comprehension, and general effectiveness and efficiency in silent reading. (Elimination of faulty eye movements, lip movements, subvocalizing, etc.)

6. Specific advise and training in "How to Study": proper environment and general conditions, use of devices such as skimming of the unimportant and close study of the important, surveying (via titles, headings, theme sentences, heavy type, italics, diagrams), questions, skeleton outlines, recitation, review, memonic devices, etc.

GRADE VIII 1. Review and extension of work of previous grades

2. Assign exercises of increased difficulty, and demand greater skill and efficiency.

Before entering Grade VIII students should be reasonably competent in the use of the library, reference works, dictionary, and the skills listed in Grade VII.

GRADE IX 1. Review and consolidate work of previous grades.

2. Emphasis should be placed on the following:
 - (a) comprehension, analysis, appreciation, and criticism of matter both read and heard
 - (b) more difficult and extensive research projects
 - (c) achieving greater skill in silent reading
 - (d) further advice and training in "How to Study"
 - (e) training and advice in "How to Write Examinations"

